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ABSTRACT

This booklet contains a self-assessment tool using the quality considerations in "The Guide to Quality for Even Start Family Literacy Programs." These rating scales are offered as a way to examine aspects of operations to identify Even Start program strengths and weaknesses, determine where local evaluation might be focused, or plan staff development. For each quality consideration under each topic, a scale is provided for rating how descriptive that consideration is of the program being assessed (1 = very descriptive, 5 = not at all descriptive). A space is provided to write notes explaining the rating. The assessment topics are: (1) integration of components; (2) collaboration; (3) recruitment; (4) parent-child interactions and parenting; (5) home visiting; (6) adult education/adult literacy; (7) early childhood program settings; (8) retention of families; (9) transitions; and (10) staff development. (EV)

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PROGRAM SELF-ASSESSMENT

Even Start

FAMILY LITERACY PROGRAMS

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The following pages contain a self-assessment tool using the quality considerations in The Guide to Quality for Even Start Family Literacy Programs. For each quality consideration under each topic indicate how descriptive that consideration is of your program (1= very descriptive, 5= not at all descriptive). Write notes that explain your rating. We invite you to use these rating scales to examine aspects of operations as a way of identifying strengths and weaknesses, determining where local evaluation might be focused, or planning staff development.

INTEGRATION OF COMPONENTS

To connect program activities through meaningful and consistent messages, providing an intense experience to change intergenerational patterns associated with low literacy.

PROGRAM SELF-RATING

Holistic Approach

1

All program components employ a **holistic approach to serving families**; that is, activities and plans are based on goals and interests identified by families rather than relying on preset materials.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Common Messages

2

Program has identified **common messages** to be emphasized across components (e.g., the value of literacy, high expectations for families, the importance of the application and transfer of skills, the role of experience in development, the importance of practice, the use of individual strengths, the central role of the parent in a child's development). Staff are able to articulate these common messages to each other, to families, and to the community so that others understand the messages.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Reinforced Messages

3

Program sees the concept of integration as a way of planning opportunities to surround families with **messages that are continuously reinforced**. Program recognizes the need for integration of components and experiences as a way to intensify the program experience.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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INTEGRATION OF COMPONENTS

Connections

4 Program implements **specific connections across components**, for example:

- a. home visit and parenting activities have literacy connections
- b. parenting time addresses issues that arise during home visits or parent-child interactions
- c. the home visit provides an opportunity to provide applications of what has been discussed during parenting time
- d. literacy skills for adults are taught in the context of early childhood development, parenting, use of community resources, employment
- e. parent-child and home visit activities are designed with ease of transfer to the home in mind
- f. home visits are connected to center-based instruction

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Approaches

5 Program uses a **variety of approaches to establish linkages** across components based on meaningful themes, learner strategies (e.g., asking questions), particular activities, and values or attitudes.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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INTEGRATION OF COMPONENTS

Program Leadership

6 Program staff understand the importance of integration at both the program level and the family level. The program's management structure is designed to facilitate integration of components. **Program leadership** takes an active role in fostering integration of components. Component integration is a staff development and supervision issue.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Planning Time

7 Program ensures that team members meet together regularly/daily to plan together. **Planning time** is paid time within the work day. There is an opportunity for all staff to be part of planning home visits.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Staff Development

8 **Staff development** includes includes specific training in family literacy. Staff development includes cross-training in the several disciplines involved and addresses team building.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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INTEGRATION OF COMPONENTS

Interdisciplinary Approach

Whole language strategies are used with adults and children. Staff use an **interdisciplinary approach** to curriculum.

PROGRAM SELF-RATING

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
1	2	3	4	5

NOTES

Parent Involvement

Parents are involved in designing children's activities. Parents are welcome in children's classrooms. They are frequently invited to participate, and special provisions are made if it is difficult for parents to attend.

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
1	2	3	4	5

NOTES

COLLABORATION

To develop a strong partnership of service providers that jointly take responsibility for providing family literacy services, and develop new relationships and systems to improve services for families.

PROGRAM SELF-RATING

Benefits to Families

1

Program staff have a comprehensive view of the needs of families and recognize the need for a partnership in order to fully serve families. Staff see the focus of the partnership as **benefits to families;** secondary benefits are to partner agencies. Mutual objectives in terms of goals for families and the partner and other collaborating agencies have been articulated.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Multiple Relationships

2

The program has developed **multiple relationships** with other agencies. The number of collaborators increases over the life of the program. Collaborations lead to new relationships for the program. Program staff recognize the value of a variety of joint arrangements, including referral and communication, cooperation, and collaboration.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Variety of Agencies

3

Program collaborators represent a **variety of agencies,** serving different types of family needs. Alliances have been developed in the areas of health, social services, counseling, education, and job training or placement. Collaborators include housing authorities, homeless shelters, WIC programs, libraries, ITPA, adult education programs, Head Start, vocational programs, voluntary literacy organizations, Title I and other programs funded through the Improving America's School Act and the Individuals with Disabilities Education Act. Even Start program has expanded upon the services available from collaborators based on the needs of the families served. Program has relationship with multiple providers of early childhood and adult education services. Even Start is not duplicating existing services.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

14

15

COLLABORATION

Referrals

4 **Referrals** for program have come from collaborators. Even Start families have been referred to collaborators for services. Even Start staff stay in touch with collaborators about families they have referred.

PROGRAM SELF-RATING

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Sharing Information

5 Program and collaborators **share information about families** when possible to improve and tailor service options. Confidentiality issues have been addressed; programs know what information can and cannot be shared. Collaborating partners make decisions on the basis of family needs and goals. Program and collaborators have attempted to standardize procedures to minimize barriers to services, including developing common terminology and definitions of clients.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Training as Incentive

6 Program offers **training as an incentive** for collaborators. Collaborating staff train together to build "buy in" to Even Start approaches and philosophy.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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COLLABORATION

PROGRAM SELF-RATING

Partners & Collaborators

7 Program has made formal and informal agreements with **partners and other collaborators**, beginning in the early stages of preparing applications. Agreements might include: description of services each offers; designation of roles and contacts; fiscal arrangements and sources of funding; length of agreement and option for renewal; communication mechanisms and expectations; procedures for problem-solving.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Communication

8 Program recognizes that key staff time is required to attend to building and maintaining collaborative relationships. **Communication** is regular and frequent and program staff visit each others' program sites. Program leadership communicates with leadership of other agencies on a continual basis.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Boundary-crossing Roles

9 Some staff have "**boundary-crossing**" **roles** with collaborators; that is, they make connections based on their cross-disciplinary experiences with staff of other agencies.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

COLLABORATION

Relationships

10 Ownership in the **relationship with collaborators** is built at all levels. Staff are well-informed about the roles and missions of the collaborators. Staff also know each others' constraints. Staff express attitude of respect for collaborators and their contributions and a willingness to work together to solve problems that arise.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Information

11 Program has provided **information** to help other agencies understand Even Start goals and clarified any misunderstandings. All staff members can articulate the key messages of Even Start.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Evaluation Results

12 Collaborators have a role in identifying outcomes for local evaluation and an interest in **evaluation results.** Collaborating agencies cooperate with data collection as needed. Even Start local evaluation addresses successes and improvements in collaborations.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

COLLABORATION

Family Role

13 **Families have a role** in identifying possible collaborators. Families select resources that are most appropriate for them.

PROGRAM SELF-RATING

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
1	2	3	4	5

NOTES

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RECRUITMENT

To recruit those families most in need - specifically low-income disadvantaged families with low literacy rates or limited English proficiency at program entry.

Multiple Methods

1

Program uses **multiple methods and sources** for recruitment, including methods that employ personal contact.

PROGRAM SELF-RATING

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

High Visibility

2

Strategies for recruitment include distribution of informational materials about the program in **high visibility** locations such as laundromats and stores. Materials are prepared in the **languages** of the population that the program serves. Strategies include methods that do not **depend on print** such as personal contact and informal meetings.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Cultural Diversity

3

Recruitment strategies and messages reflect the **cultural diversity** of the community and the intended target families. Recruitment processes take cultural norms into account (e.g., which family member is contacted, expectations of all family members).

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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RECRUITMENT

Program Participants

4 Current and past **program participants** have an important and planned role in recruiting parents.

PROGRAM SELF-RATING

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Proactive Recruitment

5 Recruitment is **proactive**, especially in areas of high poverty; that is, likely participants are sought out and encouraged to enter. Several different types of contacts are made to encourage participation, as necessary. Programs recognize the preparation time it may take to recruit some families.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Staff Involvement

6 Recruitment is considered part of **everyone's job**.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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RECRUITMENT

PROGRAM SELF-RATING

Ongoing

7 Recruitment is **ongoing.** Program recognizes that different levels of intensity for recruitment are required at different stages in program development. Program pays attention to shifts in community population and reviews recruitment strategies regularly.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Expectations

8 Program provides clear messages **about expectations** associated with participation so parents have full knowledge to help them make the commitment to enroll. Family commitment to participation in the program is important, and program helps those most in need overcome barriers to full participation. Anticipated barriers to the family's full participation in the program, e.g., transportation and child care, are addressed during the recruitment process. Solutions to barriers are sought before the family begins participation.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Outcomes

9 Recruitment messages emphasize what the program can do for the whole family, assuming an **outcomes/goals orientation** as the selling point.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

29

RECRUITMENT

Easy Process

10 The recruitment **process is made as easy and friendly** as possible for families: e.g., pre-enrollment information is gathered in the home.

PROGRAM SELF-RATING

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Community Collaborators

11 Program has established reciprocal **relationships with community collaborators** for recruitment. Even Start staff are active within various community agencies in service and volunteer roles.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Selection Criteria

12 When selecting participants, a variety of family needs are considered in determining "most in need," including the information from referring agencies, family stresses, and health of family members. Program **selection criteria** (e.g., level of adult literacy, family income, employment status) are written and available to all staff, parents, and collaborators. The program has made its methods explicit, e.g., weighing criteria for ranking participants according to need.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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PARENT-CHILD INTERACTIONS & PARENTING

To have a positive impact on the whole family by enhancing the relationships between parents and children and the literacy value of interactions

PROGRAM SELF-RATING

Opportunities

1 Program provides **regularly scheduled opportunities** for parent-child interaction as well as other types of parent education and support.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Variety of Participation

2 The parenting component includes a **variety of ways that parents can participate**, including individual and group involvement. Planning allows for a range of types and levels of participation based on family goals.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Staff

3 **All staff** receive training in parenting as part of their jobs.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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PARENT-CHILD INTERACTIONS & PARENTING

PROGRAM SELF-RATING

Relationships

4 Staff spend time developing **relationships** with parents but are aware of appropriate boundaries. Staff members have an empathetic view of parents and the challenges they face.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Improvements

5 In programs that intend to produce substantial improvements in outcomes for children, parents participate about **twenty hours a month** in parenting-related activities, including home visiting, parent discussion groups, and parent-child literacy activities.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Family Development

6 Parenting program includes attention to **family development** and family relationships. Parenting program includes attention to supporting parental **self-esteem.** Parenting program is used as an opportunity for identifying **resources** to support families.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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PARENT-CHILD INTERACTIONS & PARENTING

Interests of Parents

7 Parenting program builds on the **interests and questions of parents**, and does not rely solely on scripted materials. Parents are actively involved in the design and planning of parenting activities perhaps through an advisory council. Ongoing assessments by parents are used to ensure responsiveness of activities to parents' interests and needs.

PROGRAM SELF-RATING

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Social Interactions

8 Program planning attends to the need for parents to relate to their peers and allows time for **social interaction**.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Child-raising

9 Parenting program includes attention to **beliefs and attitudes about child-raising** in addition to dealing with positive behavior management. Program provides guided opportunities for parents to problem-solve within the context of routine family events.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

PARENT-CHILD INTERACTIONS & PARENTING

Parent-child Activities

10 Parent-child activities are intended to help the parent **learn more about his/her own child** and see the child as an active contributor to development and learning. Activities help parents form reasonable expectations of their child's achievement and devise challenging experiences. Teacher-parent debriefing follows at least some parent-child experiences. There are opportunities to reflect on how what has been learned about child development applies to the activity.

Variety of Topics

11 Program recognizes importance of addressing the most pressing concerns of families. Program has identified collaborators who can support parenting activities; collaborators might include libraries, counseling programs, JOBS, ITPA, Reading Is Fundamental, cooperative extension. Parenting program addresses a wide **variety of topics** of interest and importance to families, including nutrition, wellness, household management, community resources, and dealing with stress, substance abuse, and family violence.

One-to-One

12 Parent development and child development issues and questions are addressed frequently and directly. Program affords opportunities for **one-to-one** interchanges for dealing with parenting issues.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

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VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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PARENT-CHILD
INTERACTIONS & PARENTING

PROGRAM SELF-RATING

Active Involvement

13 Parent-child activities encourage active manipulation of a variety of objects, engagement of children in problem-solving and thinking, and **active involvement** in reading stories. Activities are fun and encourage involvement of both child and parent. Children exercise choice and decision-making. Parents communicate with and listen to their child rather than instruct.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Reading

14 **Reading every day** is encouraged. Program helps parents to learn about sources of books for children and themselves, including becoming borrowers at public libraries.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Transfer

15 Activities are designed for easy **transfer of learning** to other situations. Expectations for and ideas about transfer and practice are made explicit. Teachers follow up transfer expectations.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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PARENT-CHILD INTERACTIONS & PARENTING

PROGRAM SELF-RATING

Literacy Connections

16 Parenting activities have **literacy connections**; parent-child activities have enhanced literacy value. Parent education strengthens literacy experiences that occur within routine family interactions. Parenting is integrated into the teaching of basic academic skills.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Whole Family

17 Program devises opportunities for the **whole family** to participate in parenting activities.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Culture and Language

18 The materials used in parenting and parent-child activities are **culturally and linguistically relevant**. Parent-child activities are carried out in the dominant language of families.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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PARENT-CHILD INTERACTIONS & PARENTING

Partnerships

19 Program designs activities to strengthen **partnerships between parents and school** programs and personnel. Parents participate in variety of school and classroom activities, including volunteering, governance, and home learning activities.

PROGRAM SELF-RATING

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
1	2	3	4	5

NOTES

HOME VISITING

To individualize the program for parents and children, building on the strenghts that are apparent in familiar settings and to demonstrate that the home is the child's first and most important learning environment. Home visits increase the intensity of the program experience as well as increasing access to services for some families.

Objectives

1

All families receive home visits with an **instructional focus** and educational objectives. The **number of visits** and the length of visits vary by program model and family need. Unless the home is the primary site for services, project ideally conducts at least one home visit a month for each family, acknowledging that it may take some time in group participation for some families to be comfortable with home visits.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Literacy

2

The home visit is used as an opportunity for the parent and child to learn and play together. **Literacy is a primary focus** of activities. The home visit supports retention of families in all components.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Individualization

3

Materials and approaches for the home visit are **tailored** for each family. The resources and materials found in the home are the basis of activities. Home visitors build upon and adapt to the family environment, seeking transfer of home visit activities to daily interactions between parent and child.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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HOME VISITING

PROGRAM SELF-RATING

Scheduling

4

Home visits are prearranged, planned, and regularly **scheduled.** Scheduling of home visits depends on individual and family schedules. Home visitor staff and families understand the importance of the home visit and make the environment conducive to learning.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Active Roles

5

Parents have an active role in shaping the visit and in the debriefing of the visit. The home visitor plans with the parent activities or roles for the other adults and children who are likely to be present during the home visit.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Rapport

6

Program highly values highly home visitor **rapport with families** and families' comfort with home visitor. Rapport with families in the program is key for staff selection and supervision. Home visits are conducted by a familiar service provider for continuity.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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HOME VISITING

PROGRAM SELF-RATING

Staff Development

7 **Staff development** for home visitors includes team debriefing of experiences they have had in the home, for example, for twelve hours of direct service, approximately one hour of supervision, coaching, mentoring, is provided, including structured discussions among staff.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Links to Resources

8 Home visiting staff view visits as an information **bridge to other resources.** Home visitors have backup support to link families to resources. Home visiting staff receive training in dealing with issues that may arise in the home setting, e.g., abuse, violence, substance abuse, safety in the home, and emergency procedures. Formal relationships with agencies help to address families with multiple needs.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Transition

9 Program recognizes that some families may require a **transition period** before they are comfortable with and committed to home visits. Temporary alternate locations such as libraries are identified in cases where the family initially is uncomfortable with the visit occurring in the home.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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HOME VISITING

Integration

10 The home visit is **linked to other program components**.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Family Culture

11 Home visitors demonstrate **sensitivity to family culture**. Ideally, home visitors speak the first language of the family or involve collaborators who share the linguistic and cultural backgrounds of families.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Balance

12 Home visits **balance** parent-child relationship building, child development, and attention to parents' needs and interests.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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HOME VISITING

PROGRAM SELF-RATING

Observation

13 Home visitors help parents to **observe children** and point out developmental interpretations of children's actions. Home visitors model interactions and reinforcements.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Boundaries

14 Home visitor staff are able to set **boundaries** for their roles in working with families.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Service Providers

15 Program **coordinates** home visit activities **with other service providers** who also make home visits to the same families.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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ADULT EDUCATION
: ADULT LITERACY

To improve the self-sufficiency of families by enabling them to meet their goals, increasing the English language literacy levels of family members, enhancing skills and experiences related to employability, and improving parents' abilities to be advocates for and teachers of their children

Goals

1 Adult students have **short and long term goals** for their participation in adult education. The goals represent realistic expectations and take into consideration previous educational experiences. Those goals are expressed in a written plan and are measurable or observable. Adults' individual goals shape the program and are directly and explicitly connected to instruction. Goals are revisited periodically and progress toward goal attainment is assessed.

Outcomes

2 The program values a **wide variety of outcomes** (e.g., obtaining drivers' license; reading to children; obtaining high school diploma) for adult learners.

Progress

3 Adults' progress in literacy depends on their literacy levels at program entry. Most adults make constant **progress on literacy indicators** until they exit the program. Among adults who do not obtain their high school diploma or equivalent, most continue in the program long enough to receive on average at least 70 hours of adult education prior to leaving the program. For those for whom the GED is an appropriate goal, most who enter the program at high school literacy levels obtain their high school diploma or equivalent within a year. Most who obtain their high school diploma or equivalent in the program continue to pursue other goals, including employment or continued education.

PROGRAM SELF-RATING

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
1	2	3	4	5

NOTES

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
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NOTES

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
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NOTES

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ADULT EDUCATION
ADULT LITERACY

PROGRAM SELF-RATING

Context

4 Academic content is taught within a **functional context** (e.g., workplace, parenting, and/or life skills) appropriate to the lives of adult learners. Content is integrated with other components. Adult education includes life skills, computation, and language. Language literacy includes more than reading, i.e., speaking, writing, listening, and computer skills.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Methods

5 A **mix of methods** is used for instruction, including a balance of group and individual activities. The instructional mix includes activities such as self-directed independent learning, computer-aided instruction, cooperative learning, and individual tutoring. Adult students write regularly. The program employs strategies in a flexible manner.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Learner Levels

6 Materials are appropriate for the **range of learner levels** represented in the program (as assessed at program entry), usually requiring a wide variety of materials. Materials are culturally and linguistically appropriate to the learners. Materials include authentic items, i.e., newspapers, forms, magazine articles, announcements, etc. Materials reflect the context of the adult student's life, including work place items.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

QUALITY CONSIDERATIONS FROM GUIDE TO QUALITY FOR EVEN START FAMILY LITERACY PROGRAMS (1995) PORTSMOUTH, NH: RMC RESEARCH CORPORATION

ADULT EDUCATION
ADULT LITERACY

PROGRAM SELF-RATING

Prior Knowledge

7 Instruction and learning activities explicitly build from learners' **prior knowledge**. Instruction emphasizes association of new learnings with daily life and encourages applications and transfer of learning to new situations. Connections are made to children's instructional programs and to the activities of home visits.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Flexibility

8 Program design offers maximum **flexibility** for the adult learner in terms of format, schedule, and location as well as entry options. Program actively encourages re-entry if absence from program has occurred.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Learning Needs

9 **Staff are knowledgeable** about learning needs of adults. Staff are knowledgeable about learners' cultures and languages. Staff appear to have good rapport with students and are interested in building relationships with students. Whenever possible, the Even Start program manager is involved in selection of adult education staff.

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NOTES

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ADULT EDUCATION
ADULT LITERACY

Environment

10 The learning **environment** is adult-centered, i.e., appropriate and comfortable for adults.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Facilitators

11 Instructors act as **resources and facilitators,** modeling problem-solving behaviors. They avoid "helping" in a way that would increase or reinforce dependency.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Assessment

12 A combination of formal and informal **assessment** methods is used to identify progress and needs. Assessment is regular and frequent. Results are discussed with students and linked to learners' goals and to instructional plans. Ideally, assessments are carried out in the context of meaningful tasks. Adults understand assessment purposes, the results of assessments, and can explain their progress. Care is taken at intake so that adults value the role of assessment; testing may not be part of initial intake if not appropriate for the adult learner.

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NOTES

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ADULT EDUCATION
ADULT LITERACY

Advancement

13 The program promotes advancement in learning beyond basic literacy. Job readiness and career exploration are a part of the curriculum. Program staff are knowledgeable about a range of options for participants to **continue their learning and/or obtain employment**, e.g., community college, vocational programs, ties to the business community. Programs work on transition plans with adult students to meet adults' goals, including long-term goals for self-sufficiency.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Barriers

14 Program staff work with learners to remove or **reduce common barriers**, e.g., lack of child care, transportation, by identifying appropriate support services.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Schedule

15 Program services are **continuous**, including summer months, although the format of services may change in different program cycles.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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ADULT EDUCATION
ADULT LITERACY

Continuity

16 Staff turnover is low. Learners generally have the same instructor for the program year. If staff changes occur, program ensures **continuity** of approach to learning.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Staff Development

17 Staff participate in ongoing **staff development**, including training specifically related to family literacy. Staff are familiar with parenting and early childhood staff and exchange relevant information. Ideally, they meet at least weekly to plan an integrated curriculum.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Disabilities

18 Program staff are able to address the needs of adults with **learning disabilities**.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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EARLY CHILDHOOD PROGRAM SETTINGS

To enhance development and ease transition to school by providing developmentally appropriate settings for children of all ages from the families enrolled in Even Start.

PROGRAM SELF-RATING

Staff

1

Early childhood **staff members** are well qualified, trained in child development, and have appropriate certification by state requirements.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Licensing

2

Early childhood centers have received appropriate **licensing** from state.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Sufficient Hours

3

Children participate in **sufficient hours** of appropriate early childhood experience, including home visiting, Head Start, etc., ideally at least sixty hours monthly for children ages three through five.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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EARLY CHILDHOOD PROGRAM SETTINGS

Environment

4 The physical **environment** is safe, clean, well-lighted, comfortable, and age appropriate in terms of furniture, equipment, materials, and access to bathrooms and clean-up facilities.

PROGRAM SELF-RATING

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Interaction

5 The **adult-child ratio** allows for frequent **interaction** between children and adults. Adult-child ratios are consistent with state licensing standards. Children have sustained relationships with primary teachers/caregivers.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Developmental Areas

6 Early childhood program balances attention to **all areas of development** — social, emotional, physical, cultural, cognitive, aesthetic, and language.

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NOTES

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EARLY CHILDHOOD PROGRAM SETTINGS

PROGRAM SELF-RATING

Curricular Base

7 Program has a **curricular base** for all age groups served by the program. Early childhood curriculum has a respected theoretical base; staff make use of curricular philosophy when planning activities for individual children.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Experiences

8 Staff encourage direct, firsthand, interactive **experiences** for learning. Staff recognize that children develop knowledge and skills through active experiences and social interactions. The real world is the subject of learning activities. Classroom activities are integrated and interdisciplinary, building on children's interests and knowledge.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Child-Initiation

9 There are many opportunities for **child-initiated** learning. Children's play is respected by staff as legitimate learning time. Children are encouraged to plan. They participate in planning their day and are aware of basic schedules and routines.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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EARLY CHILDHOOD PROGRAM SETTINGS

Language

10 The environment is **language-rich.** Children are read to daily. Books and other reading material are abundant. Songs, rhymes, and group stories are common activities. The staff demonstrate many ways to encourage children to talk about their experiences and to represent their ideas in stories and pictures.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Problem Solving

11 Staff encourage development of **reasoning and problem-solving** by providing challenging learning experiences, encouraging children's development through skillful questioning and suggestions for furthering activities.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Homes and Lives

12 Classroom environment reflects **homes and lives** of children in terms of culture and language. Children's work is displayed.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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EARLY CHILDHOOD PROGRAM SETTINGS

PROGRAM SELF-RATING

Behavior Management

13 Staff use **positive behavior management** for discipline

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Time to Plan

14 Staff have frequent opportunities and time to **plan** together and with staff of other Even Start components

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

Progress

15 Teachers regularly **observe** all children and record observations for use in planning activities and assessing progress. Records of **progress and development** are maintained on each child and regularly shared with parents. Children are helped to understand their progress in learning.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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EARLY CHILDHOOD PROGRAM SETTINGS

PROGRAM SELF-RATING

Comfort

16 Children are **relaxed and happy** in the early childhood environment.

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NOTES

Developmental Approach

17 Program gears expected participation to the needs and **development of the child.** For example: program recognizes the time it may take for infants and toddlers to be comfortable in the program. Staff have identified activities for the development of individual children based on observation of children's development. Staff provide opportunities for all children to succeed.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Parents

18 **Parents** provide input on child's readiness for various activities and their progress. Parents are involved in planning programs for children. Staff help parents understand how home activities can reinforce and extend children's learnings.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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RETENTION OF FAMILIES

To keep families participating long enough in the program to achieve learning gains and improvements in parenting.

All Components

1 All families participate in **all core components**.

PROGRAM SELF-RATING

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Goals

2 Most families stay in the program long enough to **meet goals** they have set. Program works with families to set attainable, meaningful goals. Appropriate symbols of attainment are identified, e.g., voter registration, license, marriage, and successes are celebrated. Parents participate as a group in identifying meaningful incentives and recognition.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Orientation

3 Family participation begins with an **orientation** period that focuses on positive reasons for participation, socialization, setting goals, and understanding expectations.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Retention of Families

PROGRAM SELF-RATING

Continuity

4 Program provides **continuous services**, including during the summer months, although the format of services may change, e.g., home visits may become more frequent if center-based services are not operating for a period of time.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Expectations

5 Program demonstrates **high expectations** for the self-sufficiency of families, e.g., by identifying meaningful roles for parents within the program or agency, arranging job shadowing at local businesses or volunteer opportunities in schools and community agencies, using program graduates as mentors for participants, finding different ways to use strengths.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Self-Esteem

6 **Self-esteem** of participants and staff is supported within the program.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Retention of Families

PROGRAM SELF-RATING

Respect for Families

7 Program demonstrates **respect for families** by building on interests and recognizing traditions, acknowledging values of families, and addressing families' critical needs. Program staff demonstrate personal interest in families.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Staff Responsibilities

8 **Direct service staff** in programs are empowered to address all the needs and interests of parents by providing appropriate resources and making referrals.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Flexibility

9 Program service schedules are **flexible** and convenient. Strategies for delivering service are flexible and adaptable to meet changing family needs, e.g., more home-based services might be necessary for families with new babies.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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Retention of Families

PROGRAM SELF-RATING

Whole Family

10 The program offers some activities for the **whole family.**

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Continued Contact

11 Program **continues contact** with families. If participant does not show up as expected, program staff follow up to find out the reason. If family drops out for personal reasons, program maintains periodic contact. Program invites back successful graduates to work with participants.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Continued Service

12 Records show that **services continue** to be available to an eligible family even though a child or parent may have completed the program.

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NOTES

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Retention of Families

Staff Characteristics

13 Program staff or adjunct **staff** reflect the ethnic diversity and language backgrounds of the families enrolled.

PROGRAM SELF-RATING

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
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NOTES

TRANSITIONS

To be a transitional opportunity through which families chart a course for change, gain necessary skills, and reach their goals. Even Start offers a stable base for families while building bridges for transitions and other types of changes that family members must naturally make.

Types of Transitions

1 Program recognizes that it can play a role in smoothing the **horizontal transitions** (e.g., between Head Start and day care) and **vertical transitions** (e.g., between basic adult literacy and GED preparation or prevocational training) **transitions** that adults and children make. Program has policy or plan for specific transition activities, including plan for an orientation to Even Start. Program staff identify timelines for specific transition activities.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Life-Long Learners

2 Program views family members as **life-long learners** and looks for opportunities to engage them in activities beyond the Even Start program.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Planning

3 Staff and families **plan together** for transition support. Transition planning addresses how comprehensive services can continue when service delivery mechanisms or eligibility changes. Transition activities include building familiarity with new settings and new programs.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

1 2 3 4 5

NOTES

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TRANSITIONS

Staff Development

4 **Staff development** includes building awareness of cultural influences on learning, interactions, and parenting. Training addresses ways to integrate home culture and school or workplace activities, and strengthens the awareness of other service providers about cultural influences. Staff development includes building awareness of other service delivery systems.

PROGRAM SELF-RATING

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
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NOTES

Transitions to School

5 Program prepares for **transitions of children to school** in some specific ways:

a. planning for transition becomes a topic within parenting classes and home visits

b. early childhood programs prepare children directly, including visitations, role playing, and modeling new routines

c. program lets parents know about rights and responsibilities and encourages parental participation in school in a variety of ways

d. program helps parents with ways to deal with children's anxieties

e. program staff establish communication with next teachers to share information about child's developmental progress

f. program staff take proactive role with school staff (and staff from other early childhood programs) to help bridge cultural and language differences, to help staff gain an understanding of parents' involvement, and/or help staff recognize strengths of families who are economically or educationally disadvantaged

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
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NOTES

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TRANSITIONS

PROGRAM SELF-RATING

Transitions of Adults

6 Program prepares for **transitions of adults** in some specific ways:

a. class time is spent in job readiness skills and discussions of educational and training opportunities

b. program maintains connections with employers and postsecondary institutions to facilitate next steps for adults

c. adults develop a plan for goal attainment, including timeline and resource requirements

d. class time is spent on how to access community services and solve problems

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Success in School

7 **Children who enter school are successful.** School staff see parents as supportive of children's learning and development. Children and families continue to receive appropriate services such as Title I services, upon school entry, if needed.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Adult Development

8 Adults who receive GEDs seek **additional education** or training or **obtain employment.**

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

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Adjustments

9 **Program adjusts** to family transitions (e.g., divorce, birth, relocation) that occur within the context of the Even Start program and adjusts program services to meet needs of families during times of transition.

PROGRAM SELF-RATING

VERY DESCRIPTIVE				NOT AT ALL DESCRIPTIVE
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NOTES

Staff Development

To prepare Even Start staff and staff from collaborating agencies to work effectively with families

Connected

1 Staff development is explicitly **connected** to the goals of Even Start. Training is provided in Even Start and family literacy philosophies.

Program Self-Rating

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Ongoing

2 Staff development is systematic and **ongoing**. Individual activities build on or complement each other.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Training Needs

3 Staff have a role in **identifying training needs**. Staff are involved in planning training. Input about training needs is sought from a variety of sources, including collaborating agencies, parents, evaluation results, advisory groups, and national trends.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Quality Considerations from Guide to Quality for Even Start Family Literacy Programs (1995) Portsmouth, NH: RMC Research Corporation

STAFF DEVELOPMENT

Variety

4 A **variety of learning** approaches is encouraged, including self-directed learning, mentoring, action research, and peer coaching.

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Theory and Practice

5 Staff development includes attention to **theory base** as well as **practical** applications in real situations. Training activities build on the knowledge and skills of participants. Staff development includes demonstration and modeling and opportunities to practice new skills for transfer with feedback and coaching as well as adequate time for follow-up after application.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Motivation

6 Some staff development activities are designed to **motivate staff** and build positive attitudes. Most staff development topics are chosen to improve instruction or enhance relationships with families.

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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STAFF DEVELOPMENT

PROGRAM SELF-RATING

Cultural Issues

7 Some staff development training includes development of sensitivity to **cultural** issues associated with the families served, including understanding one's own cultural identity and biases as well as training in communication skills with families, staff, and community. Staff development includes attention to a **strengths-based approach** to family development, focusing on identifying and building from what a family does well.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Expertise

8 Trainers have **knowledge and experience base** for the content area. Content is up to date.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Training Content

9 **Training for early childhood** includes information about at least one nationally recognized curriculum or model. **Training for adult education** instructors includes methods of teaching beginning learners, ways to address learning disabilities, and whole language strategies that include ways of using experiences on a basis for writing and reading.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Staff Development

PROGRAM SELF-RATING

Cross-Discipline

10 Training is **cross-disciplinary**, i.e., adult educators are trained in early childhood along with early childhood staff and vice versa. Learning approaches use staff's varying routes into the field of family literacy as assets to enrich each other's knowledge, e.g., use of cooperative learning activities.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Collaborating Agencies

11 Staff development includes participants from **collaborating agencies** with training opportunities occurring at multiple sites.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Incentives

12 Program provides **incentives** for participating in staff development, including paid time, transportation as required, and advancement potential. Scheduling permits all staff, including part-time staff, to participate in staff development activities.

VERY DESCRIPTIVE 1 2 3 4 5 NOT AT ALL DESCRIPTIVE

NOTES

Staff Development

Evaluation

13 **Evaluation** of staff development addresses benefits and applications not simply satisfaction

PROGRAM SELF-RATING

VERY DESCRIPTIVE — NOT AT ALL DESCRIPTIVE

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NOTES

Information Sharing

14 Program creates a mechanism for ongoing **information sharing** among staff. Staff development includes opportunities to reflect on the Even Start program in the context of community needs and ongoing initiatives

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NOTES

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